through excellence in early childhood education



9th Annual Pre-K Conference

Alabama Department of Children's Affairs Office of School Readiness

October 15-17, 2014

Embassy Suites Montgomery Hotel & Conference Center and Renaissance Montgomery Hotel & Spa at the Convention Center

Montgomery, Alabama



AND WILL YOU SUCCEED?
YES YOU WILL INDEED! (98
AND 3/4 PERCENT
GUARANTEED.)

Schedule At—A—Glance

Alabama Department of Children's
Affairs (DCA) encourages the
exchange of information at our
conference. However, the ideas
presented do not necessarily
reflect DCA's official position on
issues. Thus, DCA assumes no
responsibility for any statement of
fact or opinion presented at the
conference nor does acceptance
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endorsement of products or
services by DCA.

Registration and attendance at, or participation in the conference and any related activities constitutes an agreement by the registrant or attendee for DCA to use and distribute (both now and in the future) of the registrant's or attendee's image, likeness, and appearance in photographs and/or video of such events and activities.

Wednesday, April 17

7:00 a.m.—5:00 p.m. Registration

8:30 a.m.—11:30 a.m. Pre-Conference Session Begins

11:30 a.m.—1:00 p.m. Lunch

1:00 p.m.—4:00 p.m. Pre-Conference Session Resumes 4:00 p.m.—6:00 p.m. Vendor Hall Open—Exhibit Hall A

5:00 p.m.—5:30 p.m. Shawn Brown Concert

Thursday, April 18

7:00 a.m.—5:00 p.m. Registration

7:30 a.m.—8:30 a.m. Continental Breakfast—Vendor Hall

8:30 a.m. —10:45 a.m. Opening Session with Jeana Ross, Commissioner of

The Alabama Department of Children's Affairs,

Governor Robert Bentley, Rachel Sperry

and Shawn Brown

11:00 a.m.—12:30p.m. Session 1—Concurrent Sessions

12:30 p.m.—2:00 p.m. Lunch & Vendors

2:00 p.m.—3:30 p.m. Session 2—Concurrent Sessions 3:45 p.m.—5:15 p.m. Session 3—Concurrent Sessions

5:15 p.m.—6:15 p.m. Team Up for Pre-K Celebration in Vendor Hall

Friday, April 19

7:30 a.m.—8:30 a.m. Continental Breakfast—Concourse Area

8:30 a.m.—10:00 a.m. Session 4—Concurrent Sessions 10:15 a.m.—12:15 p.m. Closing Session—MPAC Theatre

Pam Schiller, Door Prizes

Sponsored by Alabama Head Start State

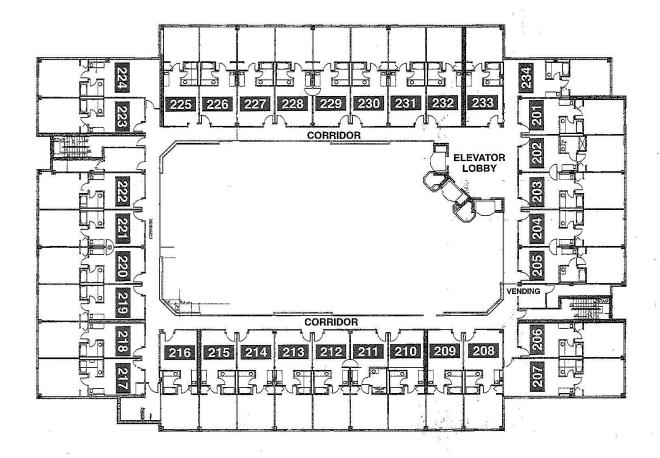
Collaboration Office

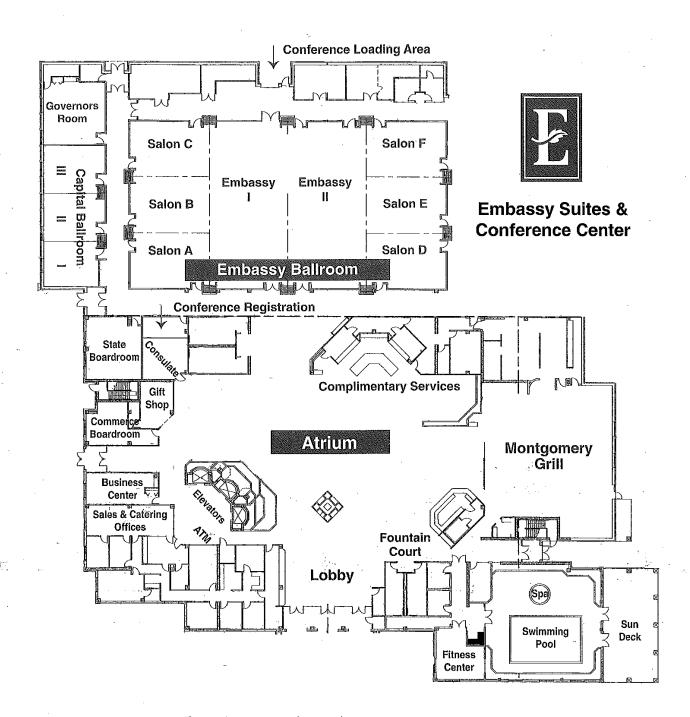
Vendor Hall Hours

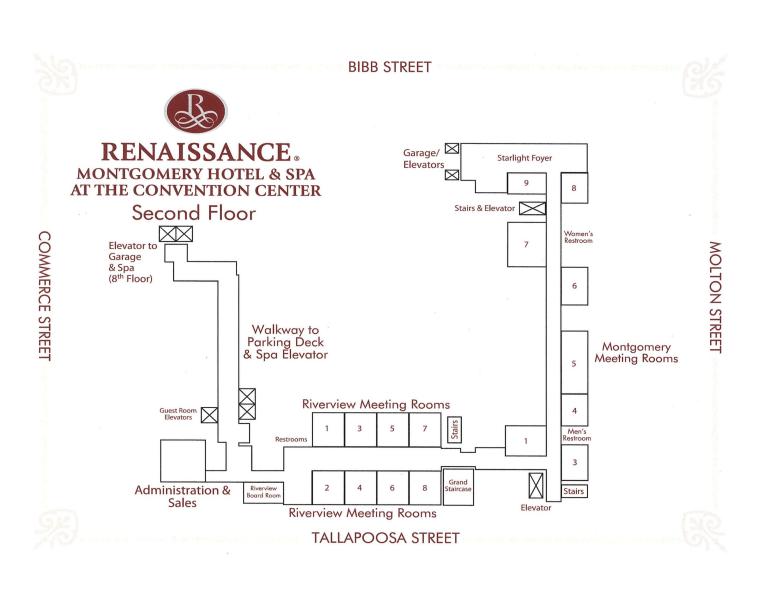
Wednesday 4:00 p.m.—6:00 p.m. Thursday 7:00 a.m.—7:00 p.m. Friday 7:00 a.m.—12:00 p.m.



Embassy Suites & Conference Center







Wednesday, October 15

Registration

7:00 a.m.—6:00 p.m.

Lunch

11:30 a.m.—1:00 p.m.

Sessions

1:00 p.m.—4:00 p.m.

Vendor Hall

4:00 p.m.—6:00 p.m.

Pre-Con

Teachers

Lisa is the founder and CEO of **Ooey Gooey**, **Inc.** where her mission is to assist in the transformation of the industry of early childhood education by offering three specific things: 1) the best workshops and trainings; 2) the most up to date materials and resources; and 3) insightful



conversations and connections through the power of social media. Lisa presents hundreds of workshops each year to both domestic and international audiences on various topics related to early childhood education.

Lisa has been featured in various publications including *Child Care Business Exchange*, *Parents* and *Pre-K Today* and has appeared on NBC with science guy Steve Spangler as a part of his Science Mondays program on 9NEWS in Denver. Lisa has authored four books, has plans for many more and has produced dozens of teacher training DVDs.

Directors

Holly Elissa Bruno, MA, JD, is a best-selling author, international keynote speaker, ground-breaking radio host and seasoned team builder.

She served as Assistant Attorney General for the state of Maine and Assistant Dean at the University of Maine School of Law. While working as Associate Professor and Dean of Faculty at the University of Maine-Augusta, Holly Elissa was selected "Outstanding Professor".

An alumna of Harvard University's Institute for Educational Management, she teaches leadership courses for The McCormick Center for Early Childhood Leadership and Wheelock College.

Holly Elissa's books include the best-selling, What You Need to Lead an Early Childhood Program: Emotional Intelligence in Practice (NAEYC, 2012), Managing Legal Risks in Early Childhood Programs (Columbia University's Teachers College Press, November 2012) and Learning from the Bumps in the Road (Redleaf Press, 2013). Her first book, Leading on Purpose was published by McGraw-Hill in 2008.

Thursday, October 16

Opening Session

8:30 a.m.—10:45 am.

Join Rachel Sperry, author of the book titled "FLIP IT®: Transforming Challenging Behavior", for a introductory webinar on FLIP IT! FLIP IT is four supportive steps



designed to help young children (ages 3-8) learn about their feelings, gain self-control and reduce challenging behavior. The four steps are embodied in the FLIP IT mnemonic which stands for F - Feelings, L - Limits, I - Inquiries, P - Prompts. This strategy is nothing new, but transforms best practice into something that is easy to remember, applicable in a variety of challenging situations and portable. Listen to this webinar to learn more about how FLIP IT can support programs who are looking for best practices on reducing challenging behavior in young children.

Formed in the southern California in 1993, Role Model Productions, Inc. began working with inner city at-risk youth. The owner and creative director, Mr. Shawn Brown, began designing educational theatrical programs that utilized original dramatic writings to combat teen pregnancy, gang

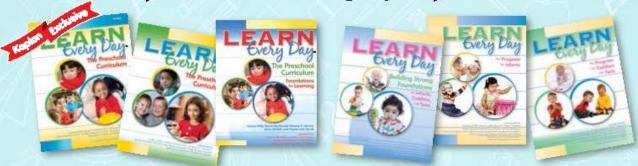
violence, and drug abuse among high school and middle school age students. In 2001 Role Model Productions, Inc. expanded to Georgia and currently operates its headquarters in the city of Johns Creek, Georgia (North Atlanta).

Role Models Productions grew to become an educational/entertainment company serving the Early Childhood Education Industry with dynamic curriculum enhancement programs. A leading provider of live children concerts, in-service teacher trainings, television, multi-media programs, online instructional and educational content, Role Model Productions makes your current school teaching systems better, more interactive, and super fun!

Mr. Shawn Brown, originally from Chicago, now writes and implements unique and entertaining curriculum for hooking his audience into learning and moving while having "Super Fun." Mr. Brown and The Super Fun Show team travel to centers all over the county with his hit live show.

We Are Proud to Support Alabama's 2014 First Class Prek Conference

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Thursday, October 16

Concurrent Sessions 11:00 a.m.—12:30 p.m.

OSR101—Story Play: Building Language and Literacy One Story at a Time (Huff, Mary Jo): Snap, clap, wiggle and giggle with Mary Jo as she presents stories, music and movement and invites her audience, no matter the age to join in the fun. She provides a print rich learning environment filled with rhythm and rhyme. Alabama E (Literacy)

OSR102—Creating a Love of Reading (Fondren, Cheryl): In this presentation, participants will be introduced to a variety of high quality literature that is appropriate for the preschool classroom. This will include the use of board books, alphabet books, counting books, picture books and big books. Guidelines for selecting high quality literature will be discussed and modeled, as participants engage in the session. In addition, participants will have the opportunity to engage in research-based literacy techniques, including reading aloud, shared reading, and independent reading. In this presentation, participants will be exposed to high quality literature, written and illustrated by favorite children's authors and illustrators. Photographs of classroom environments that encourage across all content areas will be shared with workshop participants. Alabama C (Literacy)

<u>OSR103</u>—Let's Get Physical with Zoo-phonics! (Turpin, Charmaine): This session will provide an introduction to the Zoo-phonics Program. This session will give administrators and teachers an opportunity to learn the basics of the program through a hands-on presentation and the opportunity to ask specific questions. Participants will be given materials to take home and an opportunity to participate in the physical aspect of this unique methodology.

Alabama D (Literacy)

<u>OSR104</u>—The Super Fun Show (Brown, Shawn): This session will be sure to get you off your feet! Shawn uses infectious music for hooking his audience into learning and moving while having "Super Fun". Alabama A (Music)

<u>OSR105</u>—Teaching Strategies GOLD: Observations (Teaching Strategies GOLD staff): This session will help educators recognize the connection between observation and responsive teaching. Riverview 7 (Assessment)

OSR106—Advocacy Matters 101: Engaging More VOICES for Pre-K (Gash, Kristi): This session will help educators understand what it means to be an advocate and why it's important. Tips and tools will be shared in order to become a more powerful advocate for increasing high quality Pre-K for all four-year-olds in Alabama. Montgomery 4 (Advocacy)

OSR107—Preparing Citizens for Society: A New Look at Classroom Community (Durham, Sean Dr.): We all know the importance the "caring community of learners." But do we really understand how classroom community impacts children in the long term? In this session, we will discover 5 skills that preschoolers can gain that directly impact their abilities to be successful, contributing citizens within society long after they leave our classrooms. We will learn specific ways in which high-quality preschool is about far more than preparing children for kindergarten — but for LIFE! Riverview 8 (Social Emotional)

<u>OSR108</u>—ECERS 101 (Owens, Dawn): Early Childhood Environment Rating Scale (ECERS) is a widely used program quality assessment instrument. During this session participants will learn the basics of ECERS. **Montgomery 6** (Assessment)

Lunch 12:30 p.m.—1:30 p.m.

Thursday, October 16

Concurrent Sessions 11:00 a.m.—12:30 p.m.

OSR109—Don't Flip Out, Use FLIP IT: Transforming Challenging Behavior (Sperry, Rachel): Are you interested in supporting the social and emotional development of young children and reducing their instances of challenging behaviors? FLIP IT ®is a strategy that offers a simple, kind, strength-based commonsense and effective four step process to address children's day to day challenging behaviors. **Montgomery 1** (Social Emotional)

<u>OSR110</u>—Child Assessment (Little, Sandy): As a result of this session, participants will be able to explore strategies for using assessment information to inform instruction. **Montgomery 8** (Assessment)

<u>OSR111</u>—The Professional Early Child Care Educator (Nunn, Lisa): Are you tired of being labeled as a "babysitter" in your career? This training reveals the skills Early Care Educators must possess in order to earn the status of a "professional." Participants will walk away with a plan for adopting practices that will help them function as a professional in the field of early care and education. Riverview 4 (Professional Development)

OSR112—A Discussion: Using Social Media and Technology in the Classroom (Kendrick, April): In this world of technology and digital social media, how do we embrace the digital world in a safe way? We will discuss the benefits and dangers of using social media and explore ways of implementing safety tips. This presentation will be interactive and will encourage the discussion of practical applications of using social media in today's preschool classroom as a medium for documenting daily activities, communication with parents and educating young children. Riverview 1 (Technology)

OSR113—Rainy Day Activities (Paulk, Heather): Rainy days can be somewhat difficult for teachers and children, especially when they feel there is nothing to do. During this presentation, we will discuss the importance and benefits of physical activity for preschool children, as well as, learn why and how children are hands-on learners. Throughout the session, participants will learn different types of fun activities to keep children active and engaged on those long rainy days. Riverview 2 (Classroom Management)

OSR114—What Teachers Can Do to Support Pre-K Vocabulary Development: Part 1 of 2 (Porter, Karen): Pre-K teachers will engage in deepening their understanding of how intentional, purposeful planning and design impacts early literacy knowledge and skills and future school readiness. Pre-K teachers will engage in deepening their understanding of how to design "whole child appropriate" opportunities for Pre-K children to intentionally explore and repeatedly use vocabulary by: 1. Selecting and pairing high quality narrative and informational texts that are driven by children's natural interests, 2. Designing strategies and opportunities for playful engagement, concept development, and expanding/extending vocabulary use opportunities for young children, 3. Designing strategies and opportunities for repeated vocabulary-use for young children, 4. Collaborating with peers/working in small groups to create and share a balanced learning opportunity to take back and immediately implement. This session will continue after lunch. Riverview 3 (Literacy)

Lunch 12:30 p.m.—1:30 p.m.

Thursday, October 16

Concurrent Sessions 11:00 a.m.—12:30 p.m.

OSR115—Explorations in Learning...Assisting Children with Behavioral and Learning Challenges (Lee, Tonya): This hands-on session will allow participants to see examples and manipulate materials used to assist children with learning challenges. We will begin with foundational information and discussions on what is considered typical and atypical behavior for young children. This session will enable the participants to learn more information as it relates to Autism, AD/HD and other Developmental Delays. We will discuss changes in diagnosis according to new DSM V. Throughout the session participants will be given various new strategies to use to assist them in working with children on numerous levels. We will continue with enriching scenarios discussions on behavioral challenges and developing possible solutions.

Montgomery 9 (Special Needs)

<u>OSR116</u>—Engaging Literacy Experiences (Skiles, Tara): Participants will learn how to engage Pre-K children in literature rich experiences. Those in attendance will see developmentally appropriate tools and examples of engaging literacy experiences using poems, big books, stories and songs. **Riverview 5** (Literacy)

OSR117—Transforming Spaces: Rethinking the Possibilities of the Classroom (Milligan, Shana): The program environment is vital to children's learning. Early learning environments that work, explore how to use furniture, color, materials, storage, and lighting to nurture young children. If you are tired of the "same old, same old" and are looking for new ideas, this is the workshop for you! Riverview 6 (Environment)

<u>OSR118</u>—Small Group Instruction—Part 1 of 2 (Clarke, Nancy / Fitzgerald, Nancy): Participants will analyze small group lessons and determine the purpose of effective small group instruction. This is part one of a two part session that will continue after lunch. **Montgomery 5** (Literacy)

<u>OSR119</u>—Art or Craft: What is the Difference (Allen, Jean / Fisher, Wanda): The question of "Why can't we do a craft" is one that many Pre-K teachers have. This presentation will be used to define "art" and define "craft". Through this defining, participants will gain an understanding of developmentally appropriate practices in art. Participants will actively engage in art project centers.

Montgomery 7 (Art)

<u>OSR120</u>—You Know More Science Than You Think You Do! (Alexander, Andrea): This motivational session encourages teachers to conduct hands-on science experiments using simple and inexpensive materials. As a result of this session, participants will learn to spruce up their science center, use open-ended questions, and understand STEM standards. Capital Ballroom-Embassy (Science)

<u>OSR121</u>—Celebrating Diversity (Mahl, Ron): Diversity will be explored as a process that begins with self-esteem. We will look at early childhood opportunities to express and experience respect. The opportunities for respect will be explored with food, games, and music through a project to create a make believe culture. Salon ABC-Embassy (Diversity)

OSR122—New Teacher Training-Part 1 of 2 (Barlow, Susan / Nalls, Chanda / Terry, Carrie): This session is for new teachers who were hired after the New Teacher Training. New teacher PD covers a broad range of developmentally appropriate learning opportunities that span reading and writing assignments, small- group, large group, daily routines etc. This is a two part session that continues after lunch. Salon DEF-Embassy (Professional Development)

Lunch 12:30 p.m.—1:30 p.m.

Thursday, October 16

Concurrent Sessions 2:00 p.m.—3:30 p.m.

OSR201—The Seven Keys to SUCCESS (Threatt, Cedric): This session offers an entertaining, interactive, and engaging presentation that will 1. Show educators and others how to overcome obstacles on the road to success 2.Discuss specific attributes one must implement in order to be successful in the classroom as well as in life. 3. Help develop a positive attitude that will give participants greater self-esteem. 4. Recognize and discover that everyone has a brand and how it affects their image both socially and professionally. Alabama C (Professional Development)

OSR202—Discoveries: What to Expect in a Pre-K Classroom (Pace, Dianne / Yeager-Evans, Alice / Franks, Susan): This session will address what one observes and encounters when they enter the Pre-K classroom. Appropriateness of settings addressing all environments (temporal, physical and interpersonal) will be addressed. Developmentally Appropriate Practices will be referenced and pictorial examples provided. The importance of appropriate, ongoing evaluations and follow-up will be addressed. The end of session will allow opportunities for question/answer relating to daily classroom interactions rather than operating guidelines/requirements.

Alabama A (Program Administration)

<u>OSR203</u>—Teaching Strategies GOLD: Observations (Teaching Strategies GOLD staff): This session will help educators recognize the connection between observation and responsive teaching. Riverview 7 (Assessment)

OSR204—Serving Preschool Children Through Title I (Averett, Yolanda/Reddick, Joslyn): The content for this session will come directly from Serving Preschool Children Through Title I Part A of the Elementary Act of 1965. Participants will be able to identify Title I preschool programs, identify multiple criteria and eligible students to participate in Title I Preschool Programs.

Montgomery 4 (Special Needs)

OSR205—Energizing Environments to Become "The Third Teacher": Moving from Institutional to Inspirational Classrooms (Durham, Sean Ph.D.): What? A third teacher? Although extra pairs of hands and eyes would be wonderful, this session will explore the idea that, after parents and children's teachers, the environment can play a great role in engaging children's curiosities and creating powerful situations for learning. Dr. Durham will share photos, props, and possibilities that will spark your imagination and inspire you to design new spaces for preschooler's powerful thinking. Riverview 8 (Environment)

OSR206—Moving and Learning with Music (Jackson, Cynthia): Participants will gain an understanding of how to use music to encourage learning. A box can become a drum, a stick can transform into a horn or a broom can be a dance partner. Montgomery 6 (Music)

OSR207—Don't Flip out, Use FLIP IT: Transforming Challenging Behavior (Sperry, Rachel): Are you interested in supporting the social and emotional development of young children and reducing their instances of challenging behaviors? FLIP IT ®is a strategy that offers a simple, kind, strength- based common sense and effective four step process to address children's day to day challenging behaviors. Ballroom B (Social Emotional)

Thursday, October 16

Concurrent Sessions 2:00 p.m.—3:30 p.m.

OSR208—From School to Home to Back Again (Dills, Jonathan): As part of the focus on parent engagement we will discuss the obstacles to continuing the learning process in the home environment and how to overcome those where possible. We then create lesson plans with the home piece in mind, and look at creating "parent friendly" calendars. Montgomery 8 (Classroom Management)

OSR209—Reggio Provocations: Deepening Play Through Intentional Display and Unexpected Materials Within Traditional Centers (Little, Sandy): Reggio inspired activities are about exploration and discovery; exploring with senses, asking questions, testing theories, making plans and thinking deeply. Learn how to set up Reggio inspired activities. Alabama D (Math)

OSR210—Coaching: What is it? How does it work? And What's in it for me? (Jordan, Annmarie): Have you ever wondered why you should receive coaching for your early childhood classroom? This training will provide you clarification on the coaching process, what to expect and what is it in for you as an early childhood professional. Riverview 4 (Professional Development)

OSR211—A Discussion: Using Social Media and Technology in the Classroom (Kendrick, April): In this world of technology and digital social media, how do we embrace the digital world in a safe way? We will discuss the benefits and dangers of using social media and explore ways of implementing safety tips. This presentation will be interactive and will encourage the discussion of practical applications of using social media in today's preschool classroom as a medium for documenting daily activities, communication with parents and educating young children. Riverview 1 (Technology)

OSR212—Rainy Day Activities (Paulk, Heather): Rainy days can be somewhat difficult for teachers and children, especially when they feel there is nothing to do. During this presentation, we will discuss the importance and benefits of physical activity for preschool children, as well as, learn why and how children are hands-on learners. Throughout the session, participants will learn different types of fun activities to keep children active and engaged on those long rainy days. Riverview 2 (Classroom Management)

OSR213—What Teachers Can Do to Support Pre-K Vocabulary Development -Part 2 of 2 (Porter, Karen): Pre-K teachers will engage in deepening their understanding of how intentional, purposeful planning and design impacts early literacy knowledge and skills and future school readiness. Pre-K teachers will engage in deepening their understanding of how to design "whole child appropriate" opportunities for Pre-K children to intentionally explore and repeatedly use vocabulary by: 1. Selecting and pairing high quality narrative and informational texts that are driven by children's natural interests, 2. Designing strategies and opportunities for playful engagement, concept development, and expanding/extending vocabulary use opportunities for young children, 3. Designing strategies and opportunities for repeated vocabulary-use for young children, 4. Collaborating with peers/working in small groups to create and share a balanced learning opportunity to take back and immediately implement. Riverview 3 (Literacy)

<u>OSR214</u>—Brain Based Learning (Holt, Myra): Participants will learn about the different areas of the brain and there functions in relation to students. Ideas and suggestions for authentic experiences will be presented. Riverview 6 (Cognitive Development)

Thursday, October 16

Concurrent Sessions 2:00 p.m.—3:30 p.m.

<u>OSR215</u>—Positive Pathways to Parent Partnerships (Ware, Linda): In this session Teachers and Administrators will learn positive strategies for building relationships with families. **Riverview 5** (Parental Involvement)

OSR216—Ramping Up for Physical Science: Using Ramps in the Pre-K Classroom (Hicks, Delyne / Hargrove, Morgan): Participants will experiment with materials to experience the challenges and possibilities of physical science. Participants will discuss how to create an environment that inspires children to have ideas related to ramps. Montgomery 9 (Science)

<u>OSR217</u>—Small Group Instruction (Clarke, Nancy / Fitzgerald, Debby): Participants will analyze small group lessons and determine the purpose of effective small group instruction. **Montgomery 5** (Literacy)

<u>OSR218</u>—The Morning Message: Going Beyond the Daily News (Moore, Karen / Dennis, Mary Beth): The Morning Message is an effective tool that teaches letter/word recognition, phonics, concepts of print, vocabulary development, and the writing process. This presentation demonstrates various use of a Daily Message, using songs, games, and other motivational strategies. It also shows how to incorporate the Daily Message into the entire Pre-K Day. **Montgomery 7** (Literacy)

OSR219—Early Concepts of Print and Phonemic Awareness in the Pre-K Classroom (Nelson, Nicole.): There are sequential 'Concepts of Print' stages that need to be introduced in a Pre-K classroom. We will list, discuss, and provide examples of activities to engage children in these stages. Phonemic Awareness benchmarks are very important to all emerging readers. We will go through the initial stages and engage in activities to promote phonemic awareness in a Pre-K classroom. Capital Ballroom-Embassy (Literacy)

OSR220— Pragmatic-Another Side of Language (Hardin, Amelia / Eger, Stephanie): An individual may say words clearly, count, recite, and use long complex sentences with correct grammar, but still have a communication problem if she or he has not mastered the rules for social language known as pragmatics. Communication must have purpose, meaning, and be appropriate for the context. Salon ABC-Embassy (Inclusion / Special Needs)

OSR221—New Teacher Training-Part 2 of 2 (Barlow, Susan / Nalls, Chanda / Terry, Carrie): This session is for new teachers who were hired after the New Teacher Training. New teacher PD covers a broad range of developmentally appropriate learning opportunities that span reading and writing assignments, small- group, large group, daily routines etc. Salon DEF-Embassy (Classroom Management)

Thursday, October 16

Concurrent Sessions 3:45 p.m.—5:15 p.m.

OSR301—Story Play: Building Language and Literacy One Story at a Time (Huff, Mary Jo): Snap, clap, wiggle and giggle with Mary Jo as she presents stories, music and movement and invites her audience, no matter the age to join in the fun. She provides a print rich learning environment filled with rhythm and rhyme. Alabama B (Music)

OSR302—On Your Mark, Get Set, Go: Small Groups from Start to Finish (Lackey, Lauren): Teachers will make it to the finish line with these great small group ideas. On your mark, teachers will learn to plan small group activities by using Alabama Pre-K standards and GOLD objectives. Get set, teachers will learn to how to set-up small groups in their classrooms. Go, teachers will learn how to manage and rotate small groups. Teachers will learn many fun and engaging activities that will help them take their small groups from start to finish. Alabama C (Other)

<u>OSR303</u>—It Says...Early Literacy and (Roberts, Robbie / Causey, Cora): Participants will examine the conditions necessary for language learning-written and verbal. They will learn the stages of writing, stages of spelling and revisit realistic expectations for preschool language learners. Riverview 3 (Literacy)

<u>OSR304</u>—The Super Fun Show (Brown, Shawn): This session will be sure to get you off your feet! Shawn uses infectious music for hooking his audience into learning and moving while having "Super Fun". Alabama A (Music)

<u>OSR305</u>—Teaching Strategies GOLD: Observations (Teaching Strategies GOLD staff): This session will help educators recognize the connection between observation and responsive teaching. Riverview 7 (Assessment)

<u>OSR306</u>—Advocacy Matters 101: Engaging More VOICES for Pre-K (Gash, Kristi): This session will help educators understand what it means to be an advocate and why it's important. Tips and tools will be shared in order to become a more powerful advocate for increasing high quality Pre-K for all four-year-olds in Alabama. **Montgomery 4** (Advocacy)

OSR307—"Help, I've been invited to an IEP meeting! What should I do?" (Spivey, Kay): Early childhood teachers many times are the first persons to observe that a child has special needs. Often the special education process is confusing and may be stressful. Participants in this session will gain knowledge about 1)the special education processes of referral, eligibility and the Individualized Education Program (IEP), 2)the role of the early childhood education teacher as an important member of the IEP team, 3) the early childhood teacher's responsibilities regarding the IEP, and 4) collaboration with the early childhood special education teacher for a successful inclusive classroom. Riverview 8 (Inclusion / Special Needs)

<u>OSR308</u>—CLASS 101 (Skiles, Tara): This session will provide an overview of the Classroom Assessment Scoring System (CLASS). The CLASS is an observation instrument developed to assess classroom quality in Pre-K classrooms. The CLASS dimensions are based on developmental theory and research suggesting that interactions between students and adults are the primary mechanism of student development and learning. **Montgomery 6** (Assessment)

<u>OSR309</u>—Developmentally Appropriate Practice for Directors (Strichik, Tracye / Hume, Jan): This session is meant for Directors and Principals who are not familiar with developmentally appropriate pre-K classrooms. As a result of this session, participants will be able to describe the principles of child development and learning on which developmentally appropriate practice is based. Leaders will learn the importance of establishing and supporting a sense of community among those supporting early learners. **Montgomery 1** (Program Administration)

Thursday, October 16

Concurrent Sessions 3:45 p.m.—5:15 p.m.

OSR310—Professional Development and the T.E.A.C.H. Early Childhood Alabama Scholarship (Raybon, Michelle): T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® Scholarship Program offers opportunities for teachers, directors and family home providers to achieve their professional development goals through associate degree, bachelor degree and CDA scholarships. This presentation will include discussions on the importance of continuing education in child development, and how well educated teachers improve child outcomes and early childhood program quality. During this session, participants will learn about the T.E.A.C.H. scholarship models available, qualifications and scholarship benefits. Riverview 4 (Professional Development)

OSR311—Successful Circle Time for 4 and 5 Year Olds (Taylor, Melissa / Hauer, Lucinda / McArthur, Andrea / Cook, Erin / Kelsey, Sarah / Baggett, Pier): What is circle time? During this session, participants will learn the benefits of circle time and the use of transition tricks. Music and movement plays a key role in this session. Resources and handouts will be shared for the learners to take back to their classroom to use. DAP practice and intentional teaching moments will be discussed at the session. Montgomery 5 (Classroom Management)

OSR312—Science Made Simple Using the "Growing Up Wild" Curriculum (Patterson, Theresa / Tonya Fernambucq): Participants will participate in fun science activities from the "Growing Up Wild" curriculum. Alabama D (Science)

OSR313—Try This: Practical Strategies in Assisting Children with Autism / Developmental Delays (Lee, Tonya): During this session, participants will learn practical strategies for assisting children with developmental delays and autism. Montgomery 9 (Inclusion / Special Needs)

OSR314—Protecting Your Social and Emotional Well-Being: Emotional Education for Early Childhood Educators (Abell, Ellen): Why focus on emotions and social emotional competence? Emotional labor has consequences for adults working in the caring professions. Participants will learn strategies for enhancing emotional self- awareness and self- regulation. Riverview 5 (Professional Development)

<u>OSR315</u>—Parent Involvement: It Takes a Village (Brown, Kristy): Have you heard the saying, "It takes a village to raise a child"? What does that mean and who exactly is the village? In this workshop, we will discuss the key members of the village and how to get them involved in children's lives. Riverview 6 (Parental Involvement)

<u>OSR316</u>—Art or Craft: What is the Difference (Allen, Jean / Fisher, Wanda): The question of "Why can't we do a craft" is one that many Pre-K teachers have. This presentation will be used to define "art" and define "craft". Through this defining participants will gain an understanding of developmentally appropriate practices in art. Participants will actively engage in art project centers. **Montgomery 7** (Art)

<u>OSR317</u>—Outdoor is Calling You! (Alexander, Andrea): Bring the outside, inside by learning the AEIOU of science. Go on an adventure and see what the excitement is all about.... Explore, investigate, observe, and understand the world in which we live. Simple hands-on experiments using plants, seeds, rocks, moss, insects and more... Capital Ballroom—Embassy (Science)

Thursday, October 16

Concurrent Sessions 3:45 p.m.—5:15 p.m.

<u>OSR318</u>—Science Safari (Mahl, Ron): During this session, participants will receive an introduction to science concepts, the scientific method, and cause and effect. Salon ABC—Embassy (Science)

OSR319—Challenging Behaviors: Where do we begin? (Armstrong, Tiffany): Challenging Behaviors: Where do we begin? is a workshop designed by Family Communications in association with Mister Roger's Neighborhood. This workshop seeks to help childcare providers and parents understand that it is possible to be optimistic about helping children with challenging behaviors. Participants will learn more about "challenging" behaviors, being to see the child in new ways, and learn how to support self-regulation in children through a variety of strategies. They will do these things through group conversations, group exercises and sharing, as well as watching video experiences shared from providers in different settings. Participants will receive a set of children's books that relater to the topics discussed. Salon DEF—Embassy (Professional Development)

Friday, October 17

Concurrent Sessions 8:30 a.m.—10:00 a.m.

OSR401—Cooking up a Developmentally Appropriate Day in Pre-K (Lackey, Lauren): During this presentation, teachers will learn many creative, developmentally appropriate ideas to use in their daily routines. They will learn how to integrate finger-lickin' literacy throughout their day. Teachers will also learn how to set-up and provide developmentally appropriate scrumptious small groups. We will also discuss how to use tasty technology meaningfully throughout the day. Teachers will learn how to set-up and change out savory centers to enhance their children's maximum learning experience. Finally, teachers will have a blast learning about exciting sweet and spicy science experiments to get their children excited about learning. These activities are developmentally appropriate and based on the Alabama Pre-K standards. Teachers will be provided with hands-on learning experiences. Alabama C (Classroom Management)

OSR402—QR Codes and Digital Story Telling in the Pre-K Classroom (Weathers, Aimee): Participants will learn the basics of digital storytelling in the early childhood classroom. Several apps will be shared and participants will walk through the process (step by step) of how to create a digital story. Participants will also learn how to implement STEM (science, technology, engineering, math) lessons into the Pre-K curriculum and create digital stories centered around STEM concepts. Participants will also learn how to create digital portfolios of student work to use for formal assessments. Participants will learn how to create QR codes that will enhance the early childhood curriculum. QR codes can be linked to online readings of favorite classroom literature, songs for letter recognition and sounds, and music that reinforces math and/or science concepts. Participants will learn how to use QR Codes to enhance student independence in the classroom by creating audio codes for centers/stations. Participants will be shown how to use SafeShare TV to create QR code links so that students can view online educational videos in a safe venue. Participants will also be able to view several video clips from a Pre-K classroom to see QR codes in action. Alabama D (Technology)

OSR403—How to Make Kids Mind Without Losing Yours (Corum, Beth / Franks, Susan): If we can't use behavior charts, candy and stickers, how do we make them behave? Pre-K coaches hear this question often. In this session 2 veteran teachers will share practical, proven strategies for classroom management, conflict resolution and relationship building. All ideas will be developmentally appropriate and OSR approved! Alabama A (Classroom Management)

<u>OSR404</u>—CLASS 101 (Skiles, Tara): This session will provide an overview of the Classroom Assessment Scoring System (CLASS). The CLASS is an observation instrument developed to assess classroom quality in Pre-K classrooms. The CLASS dimensions are based on developmental theory and research suggesting that interactions between students and adults are the primary mechanism of student development and learning. **Riverview 3** (Assessment)

<u>OSR405</u>—Effective Teaching and Curriculum (Strichik, Tracye): As a result of this session, participants will be able to explain why intentionality is integral and critical to developmentally appropriate practice in high-quality Pre-K. Participants will be able to identify characteristics of intentional teaching in the classroom environment. **Montgomery 6** (Professional Development)

Friday, October 17

Concurrent Sessions 8:30 a.m.—10:00 a.m.

<u>OSR406</u>—ECERS 101 (Owens, Dawn): Early Childhood Environment Rating Scale (ECERS) is a widely used program quality assessment instrument. **Montgomery 4** (Assessment)

OSR407—Professional Development and the T.E.A.C.H. Early Childhood Alabama Scholarship (Raybon, Michelle): T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® Scholarship Program offers opportunities for teachers, directors and family home providers to achieve their professional development goals through associate degree, bachelor degree and CDA scholarships. This presentation will include discussions on the importance of continuing education in child development, and how well educated teachers improve child outcomes and early childhood program quality. During this session, participants will learn about the T.E.A.C.H. scholarship models available, qualifications and scholarship benefits. Riverview 4 (Professional Development)

<u>OSR408</u>—Practical Live: Fine Motor Fun (Shaver, Teresa): Promoting the use of fine motor skills is an important part of preparing young children to write, catch and throw a ball, type on computer, open a door, and the list goes on. As young children develop the muscles in their hands, they develop the strength they need to complete fine motor processes that will play a valuable part in higher level learning...Practical Life activities include self help skills, dry transfers, wet transfers and more. During this session, participants will learn to implement activities that are inexpensive and easy to create. **Riverview 1** (Fine Motor)

<u>OSR409</u>—Ten Terrific Transitions for a Terrific Year (Fowler, Heather): This session will introduce 10 transitions to use daily with children in the Pre-K classroom. These transitions have been implemented with continued success resulting in predictable environments, improved behavior and more time available for instruction. **Riverview 2** (Classroom Management)

<u>OSR410</u>—Art: Cookie Cutter No More (Deal, Jeana): This presentation will provide teachers with examples and techniques for making creative arts appropriate for young children; focusing on the process of creating art rather than the product. Alabama E (Art)

<u>OSR411</u>—No More Worksheets (Allen, Dawn): Through this discussion, participants will learn hands-on activities that are a better alternative to worksheets. **Montgomery 1** (Classroom Management)

<u>OSR412</u>—Parent Conferencing with Teaching Strategies GOLD (Hicks, Holly / Mason, Felicia): Participants will learn how to effectively enter documentation for children's observations, generate reports that reflect children's developmental progress, and present information to parents during conferencing through Teaching Strategies GOLD online tools. **Montgomery 9** (Assessment)

OSR413—Have You Noticed Math Lately? (Little, Sandy): Using authentic opportunities to teach children mathematics through intentional observation and purposeful facilitation. Participants will learn how to identify mathematical learning opportunities within free choice center time as well as provide small group instruction. Participants will learn to directly linked the objectives and dimensions of gold to creative lessons and assessment opportunities within their classroom. Montgomery 5 (Math)

Friday, October 17

Concurrent Sessions 8:30 am.—10:00 a.m.

OSR414—Kid-ology: One Giant Leap for Kid Kind (Durant, Ashton, Simmons, Sali): These classroom teachers will share their own experiences in the classroom. Participants will learn how to incorporate science in their classroom and how to make it appealing to pre-K students. Montgomery 7 (Science)

<u>OSR415</u>—Playground Safety-Play it Safe (McKinstry, Amber): This discussion based session will help teachers see a playground as an outdoor classroom and not just a place to let the children run wild and catch up on the latest gossip! We will discuss issues related to playground structures and the issues surrounding supervision and how to deal with these issues while keeping each individual playground in mind. We will solve these issues together. Riverview 8 (Safety)

OSR416—Biggest Brainstorming Bonanza (Colbert County Schools Pre-K Teachers): If you enjoyed last year's Brainstorming Bonanza workshop, you'll have just as much fun this year, as the Colbert County School System's Pre-K teachers share fun and easy ways to encourage parental involvement in your classroom. Come ready to share your own ideas as well, and become part of the "Biggest Brainstorming Bonanza-Part II." During this session participants will discuss the importance of parental involvement as well as share various Pre-K ideas. Capital Ballroom-Embassy (Parental Involvement)

<u>OSR417</u>—Celebrating Diversity (Mahl, Ron): Diversity will be explored as a process that begins with self-esteem. We will look at early childhood opportunities to express and experience respect. The opportunities for respect will be explored with food, games, and music through a project to create a make believe culture. Salon ABC-Embassy (Diversity)

OSR418—Make Your Mark: Changing Scribbles Into Letters (Logan, Mary Jo): During this session, participants will learn about the developmental stages of scribbles. They will explore methods that promote proper grip for holding writing instruments while reviewing the basic principles of letter formation. Salon DEF-Embassy (Literacy)

Friday, October 17

10:15 a.m.—12:15 p.m.

Closing Session Presenter

OSR501

Pam Schiller Smart Start: Utilizing Brain Compatible Strategies:



Medical research is providing us with research findings that make it possible to match teaching strategies with significant brain functions and processes. Applications of this research optimize learning for children. Pam will focus on applications related to information processing (learning), environmental influences and use of developmental timetables.

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